Student Learning Outcomes Assessment Summary

Bachelor of Arts, BA  
Economics  
School of Management  
2014-2016

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Date: April 21, 2015

1. Assessment information collected:

   A. Communication

      i. Communication Written: Writing samples are collected from all “W” designated courses in BBA.

      ii. Communications Oral: Oral presentations are recorded in all “O” designated courses in BBA.

   B. Technical Knowledge

      i. Macroeconomics: Instructors in Econ 324 (Intermediate Macroeconomics) will embed one essay question for the students that compares and contrasts the basic mechanism of fiscal and monetary policies and explain conditions under which monetary and/or fiscal policy may be effective in stabilizing business cycle fluctuations.

      ii. Microeconomics: Instructors in Econ 321 (Intermediate Microeconomics) and 351 (Public Finance) will embed one essay question using Consumer Surplus (CS) and Producer Surplus (PS) in their exams each semester.

Note: Data is collected every semester, assessment every other year by faculty. This year Communication and Technical Knowledge were assessed.
2. Conclusions drawn from the collected information summarized above

Communication and Technical Knowledge were assessed.

(i) Communication Written: During the AY14-15 time period the minimum standard (satisfactory or above) on the combined 6 writing categories across students was met 86% of the time from a sample of 42 student papers.

Percent of Students achieving minimal standards

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Content</td>
<td>90</td>
</tr>
<tr>
<td>Critical Thinking Evident</td>
<td>79</td>
</tr>
<tr>
<td>Appropriate for Intended Audience</td>
<td>90</td>
</tr>
<tr>
<td>Coherence</td>
<td>83</td>
</tr>
<tr>
<td>Clarity</td>
<td>90</td>
</tr>
<tr>
<td>Conciseness</td>
<td>83</td>
</tr>
<tr>
<td>Average</td>
<td>83</td>
</tr>
</tbody>
</table>

The minimal standards for the written communication (75%) were met.

where 1= Inadequate, 2= Satisfactory, 3= Excellent

The minimal standards for the written communication were met.

(ii) Communications Oral: During the AY14-AY15 time period, students meeting or exceeding expectations on all six components averaged 74% on 42 student papers.

Percent of Students achieving minimal standards

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Audience</td>
<td>76</td>
</tr>
<tr>
<td>Organization and/or Development</td>
<td>82</td>
</tr>
<tr>
<td>Detail to Support Ideas</td>
<td>76</td>
</tr>
<tr>
<td>Understanding of Topic</td>
<td>82</td>
</tr>
<tr>
<td>Mannerism of Presentation</td>
<td>76</td>
</tr>
<tr>
<td>Clarity of Speech</td>
<td>66</td>
</tr>
<tr>
<td>Enthusiasm for Topic</td>
<td>63</td>
</tr>
<tr>
<td>Average</td>
<td>74</td>
</tr>
</tbody>
</table>

The minimal standards for the written communication (75%) was not met.
B. Technical Knowledge

(i) Macroeconomics: An embedded essay question is used in Econ 324 (Intermediate Macroeconomics). 82% of students achieved a minimal acceptable level on questions focused on fiscal and monetary policies. The minimal acceptable level is 70%.

(ii) Microeconomics: An embedded essay question is used in Econ 321 (Intermediate Macroeconomics). 79% of students exhibited a satisfactory understanding of Consumer Surplus and Producer Surplus. The minimal acceptable level is 70%.

3. Curricular changes resulting from conclusions drawn above

Closing the Loop was performed for Communication and Technical Knowledge.

In General: For all assessments here on out, SOM will gather data from both inclass and online courses separately using the same instruments. Assessments will be made on both but assessors will not be told which is inclass vs. online.

A. (i) Communication Written: Although the minimal standard for written communication was met, the BBA AOL Committee decided to encourage all instructors of W courses to add to their syllabi the link to the Purdue Online Writing Lab (OWL) https://owl.english.purdue.edu/. Additionally, we have a communications committee working on the new communications requirements that was passed by the UAF faculty senate. We are using assessment data from several years to help assist with the plan formation. We also had a faculty retreat on January 30, 2016 to work on the new communications plan.

The communications plan will affect the Assurance of Learning written communications plan. This plan currently has an overall objective of 1a. Written: Students should be able to develop a paper using cogent arguments or opinions on topics pertaining to the field of study.

The new plan will have greater specificity targeted at business writing skills and these skills will be taught in a wide variety of courses. A rough draft is below (we will have this plan finalized before the end of 2016).

Written Communication: Students should be able to:

1a. write using cogent arguments or opinions on topics pertaining to the field of study.
1b. prepare business related plans.
1c. synthesize information for executive summaries.
1d. write a professional e-mail.
1e. develop a professional resume
1f. write a professional memo

We will continue to work on these objectives, rubrics to assess the objectives and the mapping of the courses in which these skills will be taught at data collected and assessed.
(ii) Communications Oral: Minimal standards were not met. The faculty will close the loop on this after the results of the UAF Faculty Senate decision on the new communication core requirements. In response to previous concerns from the AACSB accrediting body, future assessment that involve group presentations will be made on individual performances within the group as well as the group as a whole.

Additionally, we have a communications committee working on the new communications requirements that was passed by the UAF faculty senate. We are using assessment data from several years to help assist with the plan formation. We also had a faculty retreat on January 30, 2016 to work on the new communications plan.

The communications plan will affect the Assurance of Learning written communications plan. This plan currently has an overall objective of 1b. Oral: **Students should be able to** deliver a professional Powerpoint presentation and field questions related to presentation with confidence and poise.

The new plan will have greater specificity targeted at business oral communicatin skills and these skills will be taught in a wide variety of courses. A **rough draft** is below (we will have this plan finalized before the end of 2016).

**Oral Communication: Students should be able to**

1a. deliver a professional presentation, using various modes of technology, and field questions related to presentation with confidence and poise.
1b. develop professional interviewing skills
1c. successfully network with peers

We will continue to work on these objectives, rubrics to assess the objectives and the mapping of the courses in which these skills will be taught at data collected and assessed.

B. Technical Knowledge

(i) Technical Knowledge Macroeconomics: The number of students meeting minimal standard substantially improved from 40% to 82% over a two-year period. Faculty will examine the next round of the data carefully to see if this trend holds up.

(ii) Technical Knowledge Macroeconomics: Minimal standards were met. Faculty will monitor the next round of the data to see if this trend holds up. Faculty will have students do more problems both in class and in homework in order to help students gain a more firm grasp of producer and consumer surplus.
4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the resulting curricular changes

All undergraduate BBA changes were addressed by the BBA Assurance of Learning Committee which consists of the following members:

Joe Little, Chair
Doug Reynolds
Josh Greenberg
Sherri Wall
Mike Pippenger
Debbie Fristoe (AOL Support)